APPENDIX – I

QUESTIONNAIRE FOR COLLECTING DATA FROM TEACHERS

Profile of the Teacher

1. Gender: ☐ Male ☐ Female
2. Discipline: ☐ Science ☐ Commerce ☐ Humanities ☐ Languages
4. Teaching experience in Higher Secondary Section
   ☐ Below 3 years ☐ 3-6 years ☐ More than 6 years
5. Method of appointment: ☐ Direct ☐ Promotion
6. Date of entry in teaching service: ____________
7. Do you have additional qualifications like:
   ☐ M.Phil ☐ M.Ed ☐ Ph.D ☐ NET ☐ Any other (specify)

Survey Parameters

8. Do you think teacher training is inevitable: ☐ Yes ☐ No
9. The present in-service training is effective in adapting with the new pedagogy as well as in updating myself in my subject
   ☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree
10. If you consider training ineffective, rank the following factors which could be responsible for ineffectiveness giving “1” for the most important reason and “2” for the next and so on
   Rank.No
   1. Lack of competency of the trainer →
   2. Same status of the trainer →
   3. Training programmes conducted at the end of the academic year →
   4. Lack of content coverage →
   5. Teachers not taking the programmes seriously →
11. Absence of additional incentives for those having additional qualifications affects motivation
    ☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree
12. I get ample academic support and supervision through the monitoring and on-site support mechanism
    ☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree
13. Dilution in evaluation of the work done by students (moderation and liberalized valuation in Terminal Evaluation and assigning maximum score in CE and PE) has created deterioration in the quality of education
    ☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree
14 The present Teacher- student ratio (50 students in a class) is appropriate in the context of new pedagogy
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

15 If you disagree, what should be the appropriate teacher student ratio:
☐ 1:20 ☐ 1:30 ☐ 1:40

16 There is a considerable degradation in the quality of students in comparison to students of pre-grading period
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

17 Given below are certain challenging situations which are lacking in the current education system. Rank them in the order in which they are lacking:

   Rank No.  
   1. Absence of updated curriculum  -----------------------------Æ
   2. Lack of curiosity among students  --------------------------Æ
   3. Lack of involvement of teachers in curriculum design  --Æ
   4. Lack of learning skills of students  -----------------------Æ

18 Change in the size of family(joint family to nuclear family) has enhanced parent’s concern for education of their children and this has put an increased pressure from parents on each and every aspect of the learning process
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

19 Stress of students (arising from compulsions to achieve higher levels of performance) has put in pressure on teacher in teaching learning process
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

20 The nature of management (Govt:/ aided) has great influence on my motivation
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

21 Since Saturday is a working day, I hardly find time for my personal matters
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

22 In the new system of evaluation based on grades instead of marks, the difference between students who fall within a grade is not material (scores ranging between 80-90% grouped under one cluster i.e:"A" Grade) Hence teachers are not recognized for the highest performance created. This in turn discourages teachers.
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

23 The monetary benefits (salary and other allowances) from my job is reasonable
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

24 Rate your satisfaction about the means of supplementary income like income from publication of books and guides and private tuition
☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied
25 Rate your satisfaction on the following facilities:
   a. Class rooms in terms of size, furniture, lighting, ventilations etc
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied
   b. Teaching aids like OHP, LCD, Internet etc
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied
   c. Other facilities like Lab, Library, Reading room, Playground etc.
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied

26 Rate your satisfaction on the following:
   a. Support from colleagues
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied
   b. Support from the principal
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied
   c. Support from Higher Secondary Department
      ☐ Highly satisfied ☐ Satisfied ☐ No opinion ☐ Dissatisfied ☐ Highly dissatisfied

27 How would you rate your status in the society:
   ☐ Very good ☐ Good ☐ Poor

28 In comparison to teachers of earlier generations, my status in the society is:
   ☐ Higher ☐ Same ☐ Lower

29 Listed below are certain factors which would have inspired you to select teaching career. Give rank “1” for your most preferred answer, “2” for the next and so on
   Rank.No
   1. Interest in teaching →
   2. Reasonable salary →
   3. Status →
   4. Being vacation staff →
   5. Less work pressure →

30 Would you like to shift from the present job to another, if you get an opportunity:
   ☐ Yes ☐ No

31 If yes, identify the reason for leaving the job

32 Are you a member of Teacher’s union:
   ☐ Yes ☐ No
33 If yes, being a member to the teacher’s union helps to resolve my service matters and provide academic support to a great extent
☐ Strongly agree ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly disagree

34 Assign a score between 1-10 about your overall satisfaction from job
where “1” denotes the lowest while “10” denotes the highest score
☐

35 % of pass in the subject you are dealing in the second year classes

<table>
<thead>
<tr>
<th>Subject</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 90 – 100 %</td>
<td>Between 90 – 100 %</td>
<td></td>
</tr>
<tr>
<td>80 – 90 %</td>
<td>80 – 90 %</td>
<td></td>
</tr>
<tr>
<td>70 – 80 %</td>
<td>70 – 80 %</td>
<td></td>
</tr>
<tr>
<td>60 – 70 %</td>
<td>60 – 70 %</td>
<td></td>
</tr>
<tr>
<td>Less than 60%</td>
<td>Less than 60%</td>
<td></td>
</tr>
</tbody>
</table>

36 Use of study aids like models, advertisements, visual displays etc. in the classroom: ☐ Always ☐ Sometimes ☐ Rarely ☐ Never

37 Average time spent for students outside the class room per week:

a) For co-curricular activities:
☐ Less than 3 hours ☐ 3-6 hours ☐ more than 6 hours

b) For extra-curricular activities:
☐ Less than 3 hours ☐ 3-6 hours ☐ more than 6 hours

38 Are you a co-ordinator for:
☐ N.S.S ☐ Career guidance and counseling ☐ Eco-club ☐ TOURISM CLUB

39 How would you encourage students involvement in extra-curricular activities

40 Steps taken for personality development of students

41 Suggestions for improving quality in Higher Secondary Education
1.
2.
3.
4.
Consequent to reforms in education sector, the following parameters have witnessed changes, which according to you are:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Significant improvement</th>
<th>Slight improvement</th>
<th>No change</th>
<th>Deterioration</th>
<th>Severe deterioration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning skills of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicaton skills of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills like creative, thinking, critical thinking, decision making etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Consequent to reforms in education the expectation of parents from students has:
   - [ ] Increased
   - [ ] Decreased
   - [ ] No change

3. Rank the following factors in the order in which they will improve the quality of education giving “1” for the most important factor and “2” for the next and so on

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Factors</th>
<th>Rank No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Availability of text books as per new pedagogy (activity based text books)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Updated Curriculum</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Grading of Schools by an agency (Like grading of colleges by NAAC)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Strengthening the training programme to teaches</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Strengthening the present valuation system (both CE and TE)</td>
<td></td>
</tr>
</tbody>
</table>
4. There is a considerable degradation in the quality of English language in post grading period.
   - [ ] Strongly agree  [ ] Agree  [ ] No opinion  [ ] Disagree  [ ] Strongly disagree

5. Increase in result does not show increase in quality, but it is due to dilution in evaluation system (both CE and TE)
   - [ ] Strongly agree  [ ] Agree  [ ] No opinion  [ ] Disagree  [ ] Strongly disagree

6. Number of programmes organised in your school by an expert in the concerned subject (like Stock broker/ Microbiologist/ Sociologist) during the academic year 2007-08
   - [ ] Nil  [ ] One  [ ] Two  [ ] Three  [ ] Four and above

7. Number of Edusat programmes attended by both teachers and students of your school during the academic year 2007-08.
   - [ ] Nil  [ ] One  [ ] Two  [ ] Three  [ ] Four and above

8. Computer is effectively utilised for learning (Computer Aided Learning) in our school
   - [ ] Strongly agree  [ ] Agree  [ ] No opinion  [ ] Disagree  [ ] Strongly disagree

9. If you disagree, list out the reason/reasons by putting √ mark in the appropriate boxes
   - [ ] Lack of availability of computers
   - [ ] Lack of awareness of teachers in computer operation
   - [ ] Lack of time
   - [ ] Inadequate space in computer lab to accommodate large number of students.
   - [ ] Lack of facility like internet, LCD etc
APPENDIX – 3

INTERVIEW SCHEDULE FOR COLLECTING DATA FROM OFFICER IN CHARGE OF EDUSAT STUDIO

1. Total number of Edusat Terminals installed in schools all over Kerala state.

2. Total number of programmes telecasted during the academic year 2007-08 both for teachers and students of Higher secondary section.

3. List out the programmes.

4. Reasons for low programme direction and implementation

5. How communication relating to the programme intimately to teachers

6. Is there any feedback system exist at present to monitor the participation of schools in the Edusat programme.

7. Suggestions for improvement
APPENDIX- 4
REQUEST LETTER UNDER RIGHT TO INFORMATION ACT

4th September 2007
Thiruvananthapuram

From
Binov Joy
Binovilla, Manjadi P O
Thiruvalla – 689105, Pathanamttita Dist:

To
The Information Officer
Directorate of Higher Secondary Education
Government of Kerala,
Thiruvananthapuram

Sir
Sub: Information as per Right to Information Act 2005-reg.

As per the relevant provisions of the RI Act 2005, kindly furnish the following information:

1. Total number of Male and Female Teachers working in Government and aided Higher secondary schools in the state of Kerala as follows.

<table>
<thead>
<tr>
<th>Sector</th>
<th>No. of Male teachers</th>
<th>No. of Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Higher Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aided Higher Secondary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Split up of total number of Higher secondary Teachers on the basis of subject like:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total No. of teachers in Govt. and Aided Higher secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
</tbody>
</table>

3. % of pass in various subjects of Plus Two from the academic year 2003-04 to 2006-07 in the following format.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>% of pass in Science subject</th>
<th>% of pass in Commerce</th>
<th>% of pass in Humanities</th>
<th>% of pass in Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Total salary paid to Higher Secondary School Teachers (both Govt.and aided sector) during the financial year 2006-07
APPENDIX- 5
REPLY TO REQUEST LETTER UNDER RIGHT TO INFORMATION ACT

Office of the Director of
Higher Secondary Education,
Housing Board Buildings,
Sansth Nagar,
Thiruvananthapuram.


No. AA/23449/Info/2007

From
The Information Officer

To
Sri. Biao Joy,
Binovilla, Manjadi.P.O
Thiruvalla-689105

Sir,


With reference to your application filed as per Right to Information Act 2005, it is informed that the details sought for vide (1),(2) and (4) cannot be furnished as per records available in this office. The details sought for vide (3) is enclosed separately.

Yours faithfully,

RAJEEV.M
INFORMATION OFFICER

Appeal Authority:
V. Keshikkeyan Nair
Director ,Higher Secondary Education.
### DEPARTMENT OF HIGHER SECONDARY EDUCATION

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>% of pass in Science Subject</th>
<th>% of pass in Commerce</th>
<th>% of pass in Humanities</th>
<th>% of pass in Technical</th>
<th>% of pass in Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>57.11</td>
<td>52.04</td>
<td>56.45</td>
<td>50.42</td>
<td>98.32</td>
</tr>
<tr>
<td>2003-2004</td>
<td>52.03</td>
<td>49.61</td>
<td>58.22</td>
<td>42.48</td>
<td>98.52</td>
</tr>
<tr>
<td>2004-2005</td>
<td>51.88</td>
<td>47.77</td>
<td>50.79</td>
<td>41.36</td>
<td>98.48</td>
</tr>
<tr>
<td>2005-2006</td>
<td>47.46</td>
<td>49.09</td>
<td>50.47</td>
<td>41.27</td>
<td>98.26</td>
</tr>
<tr>
<td>2006-2007</td>
<td>69.68</td>
<td>59.05</td>
<td>54.07</td>
<td>66.18</td>
<td>98.22</td>
</tr>
</tbody>
</table>
APPENDIX- 6
PARAMETERS AND SUB-PARAMETERS FOR COMPUTING EDUCATIONAL DEVELOPMENT INDEX

Parameters
I) Literacy
II) Progress in Education
III) Quality of Teaching
IV) Infrastructural Facilities in Education
V) Expenditure

Sub-parameters
I) Literacy
   1. Literacy Rate Male
   2. Literacy Rate Female
   3. Literacy Rate for Scheduled Castes Male
   4. Literacy Rate for Scheduled Castes Female
   5. Literacy Rate for Scheduled Tribes Male
   6. Literacy Rate for Scheduled Tribes Male

II) Progress in Education (Level-wise).
   1. Male Enrolment Rate.
   2. Female Enrolment Rate
   3. Male Enrolment in class VI as a Percentage of Male Enrolment in Class I.
   4. Female Enrolment in Class VI as a Percentage Female Enrolment in Class-I
   5. Continuance Rate (Male)
   6. Continuance Rate (Female)

III) Quality of Teaching (Level-wise)
   1. Teachers Pupil Ratio
   2. Female Teachers
   3. Trained Teachers
   4. Schools with more than equal to two Teachers at only primary level of education

IV) Infrastructural Facilities (Level-Wise)
   1. i) Rural Population having Primary Schools within 2 Kms
      ii) Rural Population having Upper Primary Schools within 3 Kms
      iii) Rural Population having Secondary Schools within 8 Kms
      iv) Rural Population having higher Secondary Schools within 8 Kms
2. Schools with Urinal Facilities
3. Schools with Urinal Facilities separately for Girls
4. Schools with Lavatory Facilities
5. Schools with Drinking Water Facilities
6. Schools with one or more rooms

V) Expenditure
1. Public Expenditure on Education as a Percentage of State Domestic Product (SDP).
2. Plan Expenditure on Education to Total Plan Expenditure.
3. Non-Plan Expenditure on Education to Total Non-plan Expenditure.
4. Plan Expenditure to Total Expenditure on Education.
5. Expenditure on Elementary (Primary and Upper Primary) Education to Total Expenditure on Education.
6. Expenditure on Secondary Education to Total Expenditure on Education.
7. Per Student Expenditure on Elementary Education.
8. Per Student Expenditure on Secondary Education.
9. Non-salary Expenditure as a Percentage of Salary Expenditure
APPENDIX- 7

INDICATORS FOR ASSESSING QUALITY DIMENSIONS UNDER SSA

1. Infrastructure Facilities in the School
   - Classroom/ space for learning
   - Space for activities (individual and group)
   - Drinking water facilities
   - Storage facilities for drinking water
   - Toilet facility
   - Playground and play material facilities

2. School Management and Community Support
   - Children attendance
   - Teachers’ attendance
   - Academic support, if possible
   - Financial support
   - TLM development support
   - Learners’ assessment
   - Timely availability of books

3. School and Classroom Environment
   - Physical Environment
   - Proper lighting facility in the classroom (sunlight)
   - Social Environment
   - Child-child relationship
   - Teacher-child relationship
   - Teacher-teacher relationship
   - Teacher-administrator relationship
   - Sensitive treatment of children from special focus groups
   - Participation of the community in school activities
   - Pre-school facilities
   - Facilities available for health check-up/ follow up measures
   - Incentive Schemes
4. Curriculum and Teaching Learning Materials
   • Existing curriculum and its coverage
   • Curriculum revision exercise
   • Competency-based materials
   • Black board and its usage
   • Availability of textbooks to children
   • Textbook production
   • Distribution of textbooks
   • Availability of teaching-learning materials
   • Library and its use
   • Laboratory/ Kits and their use

5. Teacher and Teacher preparation
   • Teacher profile
   • Teacher position (class-wise)
   • Class teacher/ subject teacher system
   • Pre-service experience
   • In-service experience
   • Difficulties faced during teaching (academic/ administrative)
   • Ability to develop and use TLM
   • Motivation level of teacher
   • Teacher-community relationship
   • Support available to the teachers in the school
   • Role of BRC/ CRC in teacher preparation
   • Monitoring classroom processes

6. Classroom Practices and Processes
   • Classroom organization
   • Seating arrangement
   • Classroom setting
   • Display of materials in the classroom
   • Grouping of Children
   • Pupil-Teacher Ratio (PTR)
   • Methods of introducing the topic
   • Teaching-Learning Process (Pedagogy)
   • Use of Teaching-Learning Materials
   • Students initiative in Teaching-Learning Process
- Assessment procedure followed
- Frequency of Assessment

7. Opportunity Time (Teaching-Learning Time)
- Number of days school opens in a year
- Actual number of days, teaching-learning occurs in a year
- Number of teaching hours/ day
- Number of teachers in a school
- Number of sections of each class in a school
- Number of classes that each teacher handles (Monograde/Multigrade)
- Learners’ attendance
- Number of days teachers are involved in non-teaching assignments in a year.

8. Learners’ Assessment, Monitoring & Supervision
- Policy adopted in the States for
- No detention
- Grade/ Marks
- Internal/External examinations
- Periodicity of assessment (Quarterly, Half-yearly, Annual)
- Reward/Punishment
- Recording procedures in school
- Feedback mechanism used by teachers
- Involvement of parents in VEC
- Procedure to give feedback to parents.